

Teacher Reflection = Student Success



Charles N. Scott is Making it Happen!

(Teacher Name)- IGP Cycle # _____

Beginning date: _____ Ending date: _____

REFINEMENT GOAL:
What instructional practice is most important for me to improve in order to meet our school goal?
Rubric Indicator: _____
Why did you choose this? I chose this because... _____

By the end of cycle _____, I will help increase student achievement by effectively implementing the descriptors from _____. This will be evidenced by scoring a _____ or higher by my next evaluation.

How is your refinement goal connected to the needs of your students?

09/08/15 Week 3 - Student-focused IGP: How reflective are you?
Activity/Classroom Outcome (What did you do this week for your refinement goal & for the new cluster learning?

Evidence (How did it go? How do you know it did/did not go well? Include student data and trends in student work)

Follow up steps (What will you start, stop and/or continue?)

Individual Growth Plan Template

WE ARE Charles N. Scott Middle School, located in Hammond, IN. We have approximately 830 students in grades 6th through 8th. School City of Hammond is a large, urban district located 30 miles outside of Chicago with approximately 13,000 students.

OUR STUDENTS & FAMILIES We are located in the Hessville community of Hammond. Our student population consists of 830 students with 82% poverty. The student body is very diverse being 29% African-American, 21% White and 45% Hispanic.

OUR TEACHERS Scott is home to approximately 54 teachers who receive weekly professional development by our Master and Mentor Teachers. Master and Mentor Teachers do many things such as, plan cluster group meetings, model lessons, develop and implement curriculum. Master teachers work an additional 20 days per year and Mentor teachers work 10 additional days.

OUR PROMISING PRACTICE

Charles N. Scott functions under the TAP system. TAP is a reform model that provides continuous professional development on-site, with an accountability system and compensation program based on how students perform in the classroom and their achievements. Through these practices we implemented Individual Growth Plans (IGP) for teachers which allow them to reflect (journal) weekly on their instructional practices and students outcomes. These plans allow our faculty to set goals, receive feedback and implement new strategies. We have identified a correlation between the teachers demonstrating a high-level of reflection leading to higher growth in teacher evaluation scores and student growth on standardized tests!

OUR STEPS During our Leadership Team meetings we analyze teacher observation reports, IGP and follow up documentation. The team developed differentiated IGP templates and included key components for a professional learner to reflect effectively. We incorporated these components into three different templates and modeled for the teachers how to reflect using the IGP form at the beginning of the year. These documents were created and shared in google drive allowing the Leadership Team to interactively follow-up with questions and comments to the teachers.

IN OUR OWN WORDS

"It has also made me aware of my teaching strengths and weaknesses which allows me to continue to grow as a teacher and person." 7th grade ELA teacher

"The system has made me aware of some teaching deficiencies I have. We all have areas we need to work on to not only benefit teachers, but also the students." 8th grade Math teacher

For more information about our school or corporation, email: csbergren@hammond.k12.in.us
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